

# CHAPTER FIVE

## THE AMERICAN REVOLUTION

### Objectives

A thorough study of Chapter Five should enable the student to understand:

1. The history debate concerning the nature of the American Revolution and the reasons for disagreement.
2. American war aims and the problems experienced by the Revolutionary governments in carrying on a protracted war.
3. The aim of the Declaration of Independence, the reasons for its issuance, and its influence throughout the world since 1776.
4. The indispensable contributions of George Washington to the successful outcome of the Revolution.
5. The diplomatic triumph for American negotiators embodied in the Treaty of Paris.
6. The impact of the Revolution on women, African-Americans, Native-Americans, and other minorities.
7. The types of governments created by the new states, and the important features in their governments.
8. The features of the Articles of Confederation, and the reasons for its creation.
9. The problems faced by the government under the Articles of Confederation and how they were addressed.
10. How America's revolution, and the whole modern notion of revolution, was to a large degree a product of the ideas of the Enlightenment.

### Main Themes

1. How the thirteen American colonies were able to win their independence from one of the most powerful nations on earth.
2. How the American Revolution was not only a war for independence, but also a struggle to determine the nature of the nation being created.
3. How Americans attempted to apply Revolutionary ideology to the building of the nation and to the remaking of society.
4. The problems that remained after, or were created by, the American Revolution.
5. That the American Revolution was the first and in many ways the most influential of the Enlightenment-derived uprising against established orders.

### Glossary

As you have seen, interpretation is a significant element in the study of history. Below are some of the major "schools" of historical interpretation that have dealt with the colonial, Revolutionary, and early national periods in American history. A knowledge of the positions of these schools will help you understand the sections in your text entitled "Where Historians Disagree."

1. Nationalists: This group, writing mainly in the nineteenth century, was greatly influenced by the spirit of nationalism (a strong belief in, and devotion to, the nation; a willingness to put national interests first; a glorification of the national character) that prevailed at that time. To them, the Revolution had been a struggle of an oppressed people against a tyrannical king determined to subject them to his will. Seen in heroic terms, patriot leaders were pictured as champions of liberty who had brought the nation through the Revolution and the "critical period" that followed and who had given us the most perfect blueprint for government yet devised—the Constitution.
2. imperial school: Following on the heels of the Nationalists, and in many ways as a reaction to them, the Imperial school placed the thirteen American colonies within the context of the whole British Empire. Writing for the most part in the late nineteenth and early twentieth centuries, and influenced by America's growing international involvement, the Imperial school concluded that Britain's colonial policy, when considered as a whole, had been far from oppressive. Instead, it had been beneficial to colonies and mother country alike, which seemed to suggest that the American Revolution could not have been solely an attack on British policies.
3. progressive historians: This group added to the imperial school's interpretation by focusing on the struggles for power among the colonists themselves, struggles that had made use of the tensions aroused by Britain's colonial policies. Stressing economic and social conflicts that had manifested themselves in politics, the progressives saw the war, and the period that followed, as an era in which the crucial questions had been not only that of home rule, but also that of "who would rule at home." Although they failed to agree on the meaning of the outcome of the latter struggle, the progressive historians forced Americans to realize that their Revolution had touched the entire fabric of society.
4. consensus school: Disagreeing with the emphasis (and, in some cases, with the evidence) produced by the progressives, the consensus school argued that what had really shaped America was not the social, economic, and political conflicts on which the progressives dwelled, but the remarkable degree of agreement that had existed. Had it not been for this consensus on such issues as representative government, popular participation, economic opportunity, and social mobility, the Revolution could not have succeeded. It was to preserve the liberties gained during salutary neglect, liberties threatened by England's new colonial system, that the Revolution had been fought. After the Revolution, the Constitution had been written to guarantee that these hard-won liberties would continue to be enjoyed by all American citizens.
5. New Left or neoproggressives: At present, no single school of interpretation has taken hold. Instead, historians seem to be combining elements of past interpretations in an effort to find a more satisfactory view of the past. Influenced by the disruptions of the 1960s, a group of scholars, designated the New Left, has sought and found evidence of deep social and economic divisions that were overlooked in previous works. Joining the New Left in its search, but less radical in its interpretation of the evidence, is a group whose emphasis seems to hark back to the days of the progressives. However, armed with new means of analysis (especially computers), these historians have been able to digest more complex data on economic growth and sociopolitical patterns than have their namesakes. What has begun to emerge is something of a meeting of the consensus and progressive schools, which, by using a variety of research techniques, may give us a clearer understanding of the forces that shaped early America.

The following are other terms with which you need to be familiar.

6. rebellion: The rising against a power or government; organized resistance.
7. revolution: A successful rebellion, in which one form of government or one ruling group is replaced by another.

8. constitution: The fundamental laws and principles by which an organization (nation, state, and such) is governed. In America, after the Revolution had begun, the state constitutions were written so as not to rely on tradition and previous legal practices as guides for governing.
9. confederation: A group of sovereign states that unite for specific purposes (defense, foreign policy, trade, and so on), yet otherwise act as independent bodies.
10. speculation: The practice, especially prevalent in western land dealings, in which an individual or a company (the speculator) purchased large blocks of land at a low price per acre (often on credit), divided the land into small units, and resold the property at a higher price per acre. This made many speculators rich, but the land did go to the farmers who could not have afforded large purchases.
11. inflation: The economic condition caused by an oversupply of money (generally paper) in a market undersupplied with goods to buy. The result is high prices and a corresponding reduction in the value (buying power) of money. If the inflation is prolonged, a serious disruption of the economy might occur.
12. depression: The reverse of inflation, caused by a reduction of the money supply that retards economic activity, drives prices down, and results in business failures and unemployment.

### **Pertinent Questions**

#### **THE STATES UNITED (126-131)**

1. List the divisions within the Second Continental Congress, and give the aim of each faction. How did the factions attempt to gain their ends?
2. How did the pamphlet Common Sense address the problem of the aim of the war, and what was its impact on American opinion?
3. What were the philosophical roots of the Declaration of Independence, and what effect did the Declaration have on the struggle?
4. What were the characteristics of the governments—state and national—set up by Americans to conduct the war?
5. What problems did the Americans face in providing the necessary supplies and equipment for the war and in paying for them?
6. How were the problems in question 5 overcome, at least initially?

#### **THE WAR FOR INDEPENDENCE (131-141)**

7. What were the American advantages in the struggle, and why was George Washington selected as the best person to make the most of these advantages?
8. What were the initial setbacks in the war during 1776, and what was the significance of the Battles of Trenton and Princeton in this regard?
9. What was the initial plan for the British campaign of 1777? How was this altered, and what effect did this alteration have on the outcome?
10. What were the American diplomatic goals at the start of the war? What problems did they face, and what efforts were made to overcome them?
11. How did the victory at Saratoga affect American diplomatic efforts? How did England and France respond to this news? What was the result?
12. Why did the British decide to launch a campaign against the southern colonies in 1778? What advantages and disadvantages did each side have in this region?
13. How was the campaign in the South conducted, and why was the victory at Yorktown so significant for the Americans?

14. How was Spain an obstacle to the American hopes for peace with independence? How did this affect American diplomacy before the Battle of Yorktown?
15. What were the provisions of the Treaty of Paris in 1783, and how did the Treaty affect relations among the United States, France, and Spain?

#### **WAR AND SOCIETY (141-146)**

16. Who were the Loyalists? What elements in America remained loyal to the king, and for what reasons?
17. What happened to the Loyalists? Why was theirs a "tragic story," at least in some cases?
18. What effect did the war have on other minorities? How was its significance to African-Americans both limited and yet significant?
19. What impact did the American Revolution have on Native Americans?
20. How did the Revolution affect the way American women thought about their status, and what changes resulted from this new awareness?
21. What changes did the Revolution produce in the structure of the American economy?

#### **THE CREATION OF STATE GOVERNMENTS (147-148)**

22. What was it about the concept of a republican government that so appealed to Americans?
23. How did Americans propose to avoid what they considered to be the problems of the British system they were repudiating?
24. What was unique about the constitution drawn up by Massachusetts?
25. How did these new constitutions deal with the question of religious freedom? How did they deal with slavery?

#### **THE SEARCH FOR A NATIONAL GOVERNMENT (149-155)**

26. What type of government did the Articles of Confederation create? What were its major features?
27. Why was the Confederation organized as it was? What caused the delay in its ratification, and how were the obstacles to its ratification overcome?
28. How did the Treaty of Paris of 1783 fail to resolve, or in some cases help to create, strain between the United States, England, and Spain?
29. Above all, what commercial arrangements did American shippers and traders want after the war had ended? Why did they feel this was needed, and how successful were they in accomplishing their aims?
30. What postwar problems existed between the United States and Spain? What attempts were made to solve the problems, and why did these attempts fail?
31. How did the Confederation Congress attempt to solve the problem of the status of western territory that the states had ceded to it? Which interest groups favored which plans for the sale and distribution of land?
32. How did the Confederation deal with the Indians who also claimed the western land?
33. What were the sources of the Confederation's postwar economic problems, and how did the government attempt to solve them? What were the results?
34. How was paper money seen as a solution to the economic problems of one element in American society? Who opposed this and why?
35. How did the action of Daniel Shays and his followers relate to the economic problem of the Confederation period? What was the significance of the movement he led?

### WHERE HISTORIANS DISAGREE (128-129)

36. What are the major interpretations of the origins of the American Revolution that have been advanced by historians?
37. Note the various schools of historical interpretation in the glossary of this chapter of the Study Guide. Which historians highlighted in "Where Historians Disagree" fit into which schools?

### THE AMERICAN ENVIRONMENT (152-153)

38. Explain how different versions of the cadastral system have "profoundly different consequences for the way colonial lands and societies developed."
39. How did the government of the United States determine which cadastral system was most appropriate for the new republic?

### AMERICA IN THE WORLD (140-141)

40. What Enlightenment ideas most influenced America's revolution?
41. How did Enlightenment ideas and the American Revolution inspire other people to oppose unpopular regimes? Where did these revolutions occur?

### Identification

Identify each of the following, and explain why it is important within the context of the chapter.

1. Olive Branch Petition
2. Prohibitory Act
3. Conway Cabal
4. Benedict Arnold
5. Sir William Howe
6. John Burgoyne
7. "militia diplomats"
8. Joseph and Mary Brant
9. Caron de Beaumarchais
10. Sir Henry Clinton
11. Lord Cornwallis
12. Francis Marion
13. Nathanael Greene
14. Lemuel Hayes
15. Dragging Canoe
16. camp followers
17. Judith Sargent Murray
18. Vindication of the Rights of Women
19. Virginia Statute of Religious Liberty
20. small states/large states
21. township
22. Ordinance of 1784

23. Little Turtle
24. Ohio and Scioto companies
25. Northwest Ordinance of 1787
26. Treaty of Greenville
27. Robert Morris

### **Document 1**

The following is taken from "Letters Addressed to the Inhabitants of the Province of Massachusetts Bay," written by Daniel Leonard and published in the Massachusetts Gazette on January 9, 1775. Leonard was one of the most aristocratic and successful lawyers of the period, but his views on the activities of the American Patriots and his loyal support of the crown eventually made him an outcast in his own colony. In the series of "letters" published in late 1774 and early 1775, he argued his case, and although his warnings were not heeded, he left behind one of the best statements of the Loyalist period.

Read carefully what Leonard wrote. What type of government did he want? How did this government's form, and the way that he proposed it should work, differ from the views held by American Whigs? How did Leonard answer what he felt to be the most important of the colonial grievances? Did he feel a problem really existed? Why or why not? Was Leonard so pro-British that he had no regard for America and its future? What did he suggest might be the future relationship between colonies and mother country? Do you think he considered himself an American or an Englishman? Why? And, finally, what does Leonard's position tell you about the differences between Loyalist and Whig?

#### ADDRESSED

To the Inhabitants of the Province of Massachusetts Bay,

January 9, 1775.

MY DEAR COUNTRYMEN,

The security of the people from internal rapacity and violence, and from foreign invasion, is the end and design of government. The simple forms of government are monarchy, aristocracy, and democracy; that is, where the authority of the state is vested in one, a few, or the many. Each of these species of government has advantages peculiar to itself, and would answer the ends of government, were the persons intrusted with the authority of the state, always guided, themselves, by unerring wisdom and public virtue; but rulers are not always exempt from the weakness and depravity which make government necessary to society. Thus monarchy is apt to rush headlong into tyranny, aristocracy to beget faction, and multiplied usurpation, and democracy, to degenerate into tumult, violence, and anarchy. A government formed upon these three principles, in due proportion, is the best calculated to answer the ends of government, and to endure. Such a government is the British constitution, consisting of king, lords and commons. . . . It is allowed, both by Englishmen and foreigners, to be the most perfect system that the wisdom of ages has produced. . . . An Englishman glories in being subject to, and protected by such a government. The colonies are a part of the British empire. . . .

This doctrine is not new, but the denial of it is. It is beyond a doubt, that it was the sense both of the parent country, and our ancestors, that they were to remain subject to parliament. It is evident from the charter itself; and this authority has been exercised by parliament, from time to time, almost ever since the first settlement of the country, and has been expressly acknowledged by our provincial legislatures. It is not less our interest, than our duty, to continue subject to the authority of parliament. . . .

If there be any grievance, it does not consist in our being subject to the authority of parliament, but in our not having an actual representation in it. Were it possible for the colonies to have an equal

representation in parliament, and were refused it upon proper application, I confess I should think it a grievance; but at present it seems to be allowed, by all parties, to be impracticable, considering the colonies are distant from Great Britain a thousand transmarine leagues. If that be the case, the right or privilege, that we complain of being deprived of, is not withheld by Britain, but the first principles of government, and the immutable laws of nature, render it impossible for us to enjoy it.

Daniel Leonard, "To the Inhabitants of the Province of Massachusetts Bay, January 9, 1775," in Novanglus and Massachusettensis (Boston: Hews and Gross, 1819), pp. 168–173.

## **Document 2**

Read the Declaration of Independence, in the Appendices to your text. This is a statement of the causes for the colonists' rebelling against England. How do these causes set down by Jefferson compare with those you have identified in your earlier reading?

The Declaration of Independence also suggests the type of society that Americans hoped would result from this struggle. Identify the major characteristics of the independent nation that Jefferson hoped would be created.

## **Document 3**

Having read, in the text and in other documents, of the aims, interests, and ideals of the American patriots, now read the Virginia Statute of Religious Liberty: An Act for Establishing Religious Freedom. Written by Thomas Jefferson, the statute was passed by the Virginia General Assembly in October 1785. It was the first and clearest legislative expression of the idea of complete religious freedom in America. How does it reflect the principles for which Americans said they had fought the Revolution?

- I. WHEREAS Almighty God hath created the mind free; that all attempts to influence it by temporal punishments or burthens, or by civil incapacitations, tend only to beget habits of hypocrisy and meanness, and are a departure from the plan of the Holy author of our religion, who being Lord both of body and mind, yet chose not to propagate it by coercions on either, as was in his Almighty power to do; . . . that our civil rights have no dependence on our religious opinions, any more than our opinions in physics or geometry; that therefore the proscribing any citizen as unworthy the public confidence by laying upon him an incapacity of being called to offices of trust and emolument, unless he profess or renounce this or that religious opinion, is depriving him injuriously of those privileges and advantages to which in common with his fellow citizens he has a natural right; . . . and finally, that truth is great and will prevail if left to herself, that she is the proper and sufficient antagonist to error, and has nothing to fear from the conflict, unless by human interposition disarmed of her natural weapons, free argument and debate, errors ceasing to be dangerous when it is permitted freely to contradict them.
- II. Be it enacted by the General Assembly, that no man shall be compelled to frequent or support any religious worship, place or ministry whatsoever, nor shall be enforced, restrained, molested, or burthened in his body or goods, nor shall otherwise suffer on account of his religious opinions or belief; but that all men shall be free to profess, and by argument to maintain their opinion in matters of religion, and that the same shall in no wise diminish, enlarge or affect their civil capacities.
- III. And though we well know that this Assembly, elected by the people for the ordinary purposes of legislation only, have no power to restrain the acts of succeeding Assemblies . . . yet as we are free to declare, and do declare, that the rights hereby asserted are of the natural rights of

mankind, and that if any Act shall hereafter be passed to repeal the present, or to narrow its operation, such Act will be an infringement of natural right.

#### **Document 4**

The following is an excerpt from the Articles of Confederation, approved by all the states by 1781. How does it reflect the principles for which Americans said they were fighting the Revolution? What goals and objectives of the Revolution still remained to be achieved?

1. [Article II] "Each state retains its sovereignty, freedom and independence, and every Power, Jurisdiction and right, which is not by this confederation expressly delegated to the United States, in Congress assembled."
2. [Article IV] The free inhabitants of each state "shall be entitled to all privileges and immunities of free citizens in the several states" and "full faith and credit" shall be given by each state to the judicial and other official proceedings of other states.
3. [Article V] Each state shall be represented in Congress by no less than two and no more than seven members, shall pay its own delegates, and shall have one vote (regardless of the number of members).
4. [Article VI] No state, without the consent of Congress, shall enter into diplomatic relations or make treaties with other states or with foreign nations, or engage in war except in case of actual invasion.
5. [Article VIII] A "common treasury" shall be supplied by the states in proportion to the value of their land and improvements; the states shall levy taxes to raise their quotas of revenue.
6. [Article IX] Congress shall have power to decide on peace and war, conduct foreign affairs, settle disputes between states, regulate the Indian trade, maintain post offices, make appropriations, borrow money, emit bills of credit, build a navy, requisition soldiers from the states, etc.--but nine states must agree before Congress can take any important action.
7. [Article X] A "Committee of the States," consisting of one delegate from each state, shall act in the place of Congress when Congress is not in session.
8. [Article XIII] No change shall be made in these Articles unless agreed to by Congress and "afterwards confirmed by the legislatures of every state."

#### **Document 5**

Below is the charge to the jury given by the chief justice of Massachusetts, who in 1783 presided over the case of Quork Walker, a slave who was suing his master. How does it reflect the principles for which Americans said they had fought the Revolution?

As to the doctrine of slavery and the right of Christians to hold Africans in perpetual servitude, and sell and treat them as we do our horses and cattle, that (it is true) has been heretofore countenanced by the Province Laws formerly, but nowhere is it expressly enacted or established. It has been a usage--a usage which took its origin from the practice of some of the European nations, and the regulations of British government respecting the then Colonies, for the benefit of trade and wealth. But whatever sentiments have formerly prevailed in this particular or slid in upon us by the example of others, a different idea has taken place with the people of America, more favorable to the natural rights of mankind, and to that natural, innate desire of Liberty, with which Heaven (without regard to color, complexion, or shape of noses) has inspired all the human race. And upon this ground our Constitution of Government, by which the people of this Commonwealth have solemnly bound themselves, sets out with declaring that all men are born free and equal--and that every subject is entitled to liberty, and to have it guarded by the laws, as well as life and property--and in short is totally repugnant to the idea of being born slaves. This being the case, I think the idea of slavery is



inconsistent with our own conduct and Constitution; and there can be no such thing as perpetual servitude of a rational creature, unless his liberty is forfeited by some criminal conduct or given up by personal consent or contract.

### **Document 6**

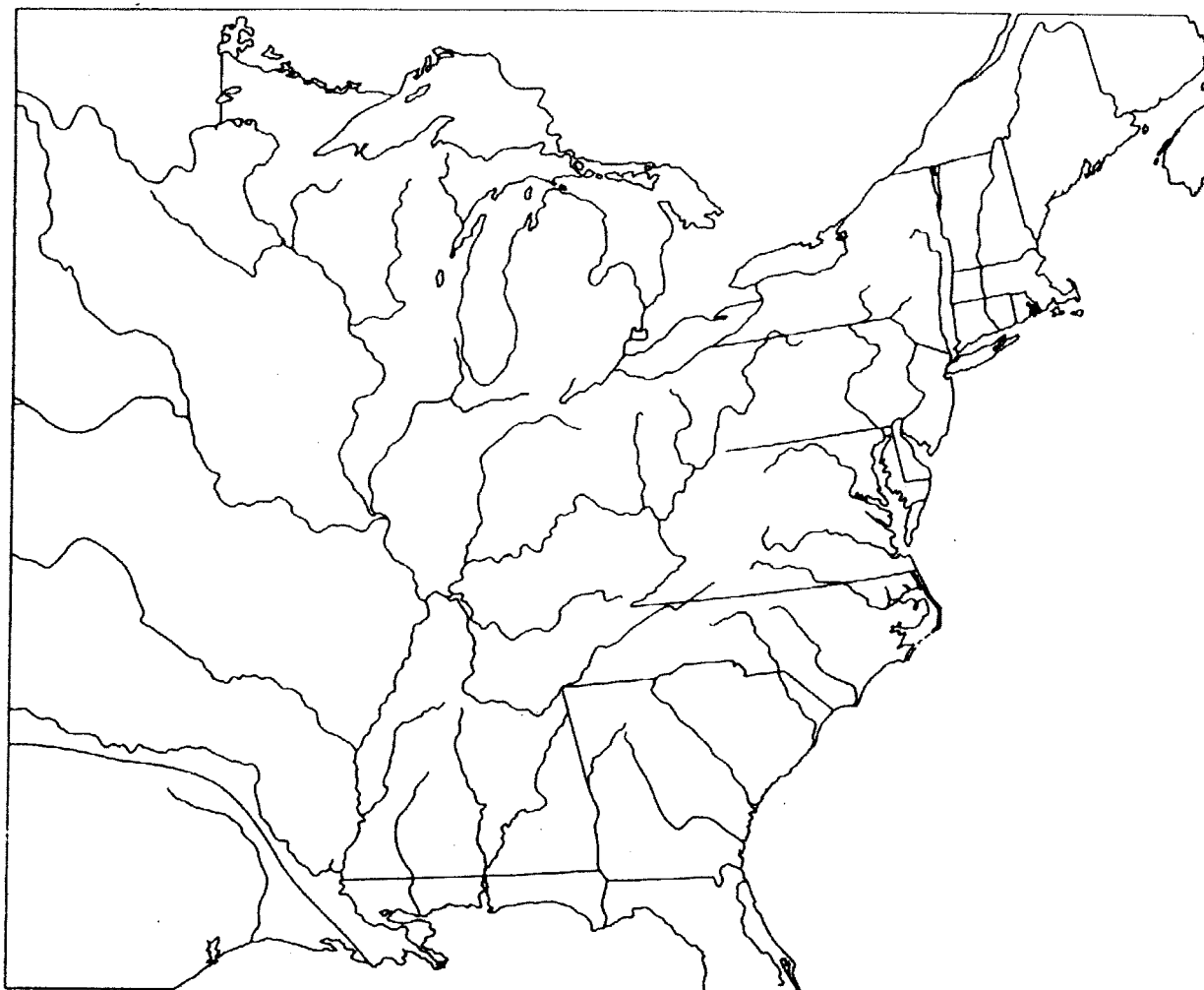
The following is an excerpt from the Northwest Ordinance of 1787. How does it reflect the principles for which Americans said they had fought the Revolution?

1. Congress shall appoint a governor, a secretary, and three judges for the Northwest Territory. These officials shall adopt suitable laws from the original states. When the territory has "five thousand free male inhabitants of full age," they shall be allowed to elect representatives. These representatives, together with the governor and a legislative council of five, shall form a general assembly to make laws for the territory.
2. The inhabitants shall be entitled to the benefits of trial by jury and other judicial proceedings according to the common law.
3. Religion, morality, and knowledge being necessary to good government and happiness of mankind, schools, and the means of education shall forever be encouraged.
4. There shall be formed in the said territory not less than three nor more than five States. . . . And, whenever any of the said States shall have sixty thousand free inhabitants therein, such State shall be admitted, by its delegates, into the Congress of the United States, on an equal footing with the original States.
5. There shall be neither slavery nor involuntary servitude in the said territory, otherwise than in the punishment of crimes whereof the party shall have been duly convicted.

### **Map Exercise**

Fill in or identify the following on the blank map provided. Use the map in the text as your source.

1. States with western land claims.
2. States without western land claims.
3. Western lands claimed by the respective states and the dates these lands were ceded.
4. Claims that were disputed.
5. British, French, and Spanish possessions.
6. Major rivers and lakes.



### **Interpretative Questions**

Based on what you have filled in, answer the following. On some of the questions you will need to consult the narrative in your text for information or explanation.

1. Why was the question of western land claims so important in the ratification of the Articles of Confederation? What advantages were to be gained from western lands?
2. How did the Ordinance of 1784 propose to deal with the lands ceded to the national government? What is significant about this with regard to the political development of the West?
3. How did the Ordinance of 1787 (the "Northwest Ordinance") differ from the Ordinance of 1784? What factors caused these differences?
4. Note the territory held by Spain. How did Spanish holdings (especially along the Gulf of Mexico) threaten the westward movement of Americans?

## **Summary**

Between 1775 and 1787, Americans struggled to win a war, make a peace, and create ideologically sound, stable governments on both the state and the national levels. By the end of the era, there was little doubt that they had accomplished the first two of their goals, but serious questions were being raised concerning the success of the last. Despite problems that would have stopped lesser men, George Washington and his army had been able to successfully keep the British at bay, winning when they could and losing as seldom as possible. Meanwhile, the Continental Congress, blessed with some remarkable diplomats, maintained a foreign policy the success of which can be seen in the Franco-American alliance of 1778 and the Treaty of Paris of 1783. But once the war ended, the government that the British threat had held together found that its member states' unwillingness to centralize power created more problems than it solved. Economic dislocation, exemplified by Daniel Shays and his followers, plagued the nation, as many thoughtful men searched for a way to transform Revolutionary rhetoric into reality and to restore order without sacrificing liberty.

## **Review Questions**

These questions are to be answered with essays. This will allow you to explore relationships between individuals, events, and attitudes of the period under review.

1. Explain how conflicts and rivalries among European nations both helped and hindered the American struggle for independence.
2. Compare and contrast the British and the American conduct of the war. How did each side propose to "win," how realistic was its assessment of the situation, and how did this prewar assessment influence the ultimate outcome of the war?
3. Read carefully the section "Where Historians Disagree," and then read the descriptions of the various schools of historical interpretation in the glossary to this chapter of the guide. Which of these historians fit into which schools? Explain your choices.
4. Examine the relative successes and failures of the Articles of Confederation. Do you think that this government was capable of providing the stability that the new nation needed? Why or why not?
5. How did Revolutionary ideology challenge the way minorities were treated in America? What changes in this treatment resulted from this challenge, and why did some minorities find their circumstances improved while others did not?
6. Explain how the political ideology that was the foundation of the American Revolution influenced the writing of state constitutions and the Articles of Confederation.

## **Chapter Self Test**

After you have read the chapter in the text and done the exercises in the Study Guide, take the following self test to see if you understand the material you have covered. Answers appear at the end of the Study Guide.

## **MULTIPLE-CHOICE QUESTIONS**

Circle the letter of the response which best answers the question or completes the statement.

1. Thomas Paine's Common Sense is an important work because it:
  - a. helped Americans reconcile their differences with England.
  - b. persuaded Americans that no reconciliation with Britain was possible.

- c. supported the concept of the English constitution.
  - d. argued that Parliament, not the King, was the enemy.
2. The Declaration of Independence stated that governments were formed to:
- a. give men an opportunity to exert power.
  - b. reward loyal servants of the state.
  - c. promote democracy.
  - d. protect a person's life, freedom, and right to pursue happiness.
3. Most of America's war materials came from:
- a. American manufacturers.
  - b. the seizure of British forts and the surrender of British armies.
  - c. the capture of supply ships by American privateers.
  - d. foreign aid.
4. Britain enjoyed all of the following advantages in the Revolution except:
- a. the greatest navy and the best-equipped army in the world.
  - b. superior industrial resources.
  - c. greater commitment to the conflict.
  - d. a coherent structure of command.
5. The Articles of Confederation actually:
- a. confirmed the weak, decentralized system of government already in operation.
  - b. drew the states together into a strong government.
  - c. put power in the hands of the military.
  - d. put power in the hands of the executive and his appointees.
6. Congress financed the revolution by:
- a. selling bonds.
  - b. minting gold and silver coins.
  - c. borrowing from other nations.
  - d. taxing the wealthy.
7. The choice of George Washington as commander in chief was a good one because of his:
- a. knowledge of military affairs.
  - b. image among the people, who trusted and respected him.
  - c. successful military experience in the Great War for the empire.
  - d. relaxed, informal way with his men.
8. At the end of 1776 the American army under Washington had:
- a. won no victories, major or minor.
  - b. become badly divided and scattered.
  - c. retreated into western Pennsylvania.
  - d. won two minor victories and remained intact.
9. Which of the following was not part of the British strategy to cut the United States in two in 1777?
- a. To move forces up the Hudson from New York City.
  - b. To prepare a two-pronged attack along the Mohawk and the upper Hudson.

- c. To capture Charleston.
  - d. To bring an army down from Canada to meet the one coming up from New York.
10. John Burgoyne's surrender at Saratoga:
- a. convinced the French that they should help the Americans.
  - b. caused the British to consider giving up the fight.
  - c. made George Washington a military hero.
  - d. had little effect on the war in the long run.
11. After 1777 the British decided to focus their efforts in the South because:
- a. there was less population there.
  - b. they believed there were more Loyalists there.
  - c. they thought slaves would help them.
  - d. they had more Indian allies there.
12. The treason of Benedict Arnold:
- a. shocked George Washington.
  - b. came as no surprise since he was not highly regarded.
  - c. led to the surrender of the fort at West Point.
  - d. resulted in Arnold's hanging.
13. The British were forced to surrender at Yorktown because:
- a. French troops and a French fleet helped trap the British.
  - b. Washington was able to defeat the British in the field.
  - c. Americans were finally better trained than the British.
  - d. the British commander underestimated the size of Washington's army.
14. Even though the British wanted to end the war, the French were reluctant to negotiate because:
- a. they feared the Americans might take Canada.
  - b. British agents were at work among the common folk of Paris.
  - c. they were committed to staying in the war until Spain got Gibraltar.
  - d. Spain was insisting on getting the Virgin Islands.
15. Of all the Loyalists groups in America, the one which suffered most as a result of the Revolution was:
- a. western farmers.
  - b. slaves.
  - c. traders and trappers.
  - d. Anglicans.
16. White residents in South Carolina and Georgia were more restrained in their revolutionary expressions than were counterparts in other colonies because there were:
- a. primarily rice planters, unaffected by British restrictions.
  - b. Anglican and loyal to the Church of England.
  - c. fearful that talk of rebellion would inspire slaves to revolt.
  - d. closely tied to families back in England.
17. During the Revolution women took on new responsibilities. After the war:
- a. things generally went back to the way they were before and few concrete reforms occurred in the status of women.

- b. women were able to translate wartime gains into peacetime reforms.
  - c. women were recognized and honored for their contributions with new careers.
  - d. women got the right to vote in most northern colonies.
18. In spite of rhetoric proclaiming "all men are created equal," slavery survived in America for nearly a century after the Revolution because whites:
- a. harbored racist assumptions about the natural inferiority of blacks.
  - b. never considered it immoral or wrong.
  - c. feared free blacks would return to Africa.
  - d. refused to consider plans to compensate slaveholders for gradual emancipation of slaves.
19. If postwar Americans agreed on nothing else, they agreed that:
- a. there should be no property qualifications to vote.
  - b. states should have democratic governments.
  - c. new governments should be republican.
  - d. some men were born to govern and some were born to follow.
20. Under the Articles of Confederation, the only institution of national authority was the:
- a. Supreme Court.
  - b. Congress.
  - c. President of the United States.
  - d. Senate.

### **TRUE-FALSE QUESTIONS**

Read each statement carefully. Mark true statements "T" and false statements "F."

- 1. By the military standards of later wars, the American Revolution was a relatively modest one in that technology was more primitive, and hence, less deadly.
- 2. When the fighting began, most Americans wanted the colonies to be independent from Great Britain.
- 3. The rebelling colonies had access to sufficient local resources to fight a successful revolution.
- 4. After declaring independence, colonies began calling themselves states, a reflection of the belief that each of them represented in some respect a separate and sovereign entity.
- 5. The British lacked the resources to conduct a war on the American continent.
- 6. At the outset of the war, American leaders hoped that Canada would become the fourteenth state.
- 7. The surrender of Burgoyne at Saratoga had no effect on the Iroquois Confederacy, since most of the Indians supported the American cause.
- 8. By the spring of 1776 it was clear to the British that the conflict was not a local one centered around Boston.
- 9. The British victory at Saratoga kept the French out of the conflict.
- 10. There is no actual proof that Benedict Arnold committed treason.
- 11. As a result of the treaty of Paris of 1783, the new American nation's western boundary was the Blue Ridge Mountains.
- 12. At least one fifth, and maybe as many as one third, of the American colonists were loyal to Britain during the Revolution.
- 13. Native Americans were pleased with the outcome of the Revolution because it reduced the desire of colonists for western land.

14. After the Revolution the future role of women in the republic was hardly discussed at all.
15. The first state constitutions written during the American Revolution generally reduced the power of the executive.
16. In the newly created states, the privileges that churches enjoyed in the colonial era were largely stripped away.
17. After independence, the United States quickly and easily persuaded Great Britain to abide by the terms of the treaty of 1783.
18. The system for surveying and selling western lands set up under the Ordinance of 1785 favored small farmers.
19. The Northwest Ordinance of 1787 laid out the requirements for western territories to become states.
20. During the period under consideration in this chapter, Congress did nothing to limit the expansion of slavery.